

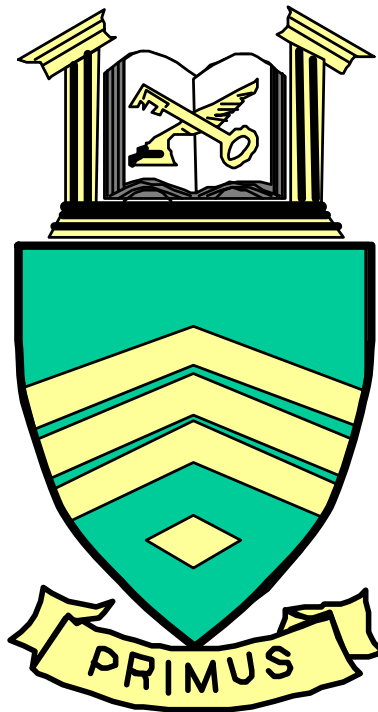
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

L655R (052002)

OCT 02

ROLE OF THE FIRST SERGEANT

## TRAINING SUPPORT PACKAGE



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**TRAINING SUPPORT PACKAGE**

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**TSP Number/  
Hours and  
Title**      L655R  
2.0 Hours  
Role of the First Sergeant

---

**Effective Date**      Oct 02

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**Supersedes  
TSPs**      New Lesson (USAREC)

---

**TSP User**      The following course uses this TSP:

Course Number	Course Title
400-FSC(F) 521-SQIM (F) (VTT)	First Sergeant Course—The Army Training System (FSC TATS)

---

**Proponent**      The proponent for this document is the U.S. Army Recruiting and Retention Command.

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**Comments  
and  
Recommend-  
ations**      Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to:

ATTN ATSS DCF  
COMDT USASMA  
BLDG 11291 BIGGS FLD  
FORT BLISS TX 79918-8002

Telephone (Comm): (915) 568-8854  
Telephone (DSN): 978-8854

COMDT Recruiting and Retention School  
ATTN: Training and Development Department  
BLDG 10000 Hampton Parkway (SSI)  
FORT JACKSON, SC 29207

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Telephone (DSN): 734-8758

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**Foreign  
Disclosure  
Restrictions**      The product developers in coordination with the Fort Jackson Recruiting and Retention School foreign disclosure authority have reviewed this TSP. This lesson is releasable to students from all requesting foreign countries without restrictions.

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## PREFACE

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**Purpose**

This training support package provides the instructor with a standardized lesson plan for teaching the tasks(s) listed in Section I.

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**This TSP  
Contains**

<b>Table of Contents</b>		<b>Page</b>
Lesson	Section I, Administrative Data	3
	Section II, Introduction/Terminal Learning Objective	7
	TLO: Identify the Roles and Responsibilities of the Company 1SG	7
	Section III, Presentation	9
	ELO 1: Identify the duties of the company leadership team.	9
	ELO 2: Identify the empowerment process	12
	ELO 3: Explain the guidance for dividing responsibility and authority in a command/first sergeant relationship	14
	Section IV, Summary	17
	Section V, Student Evaluation	19
Appendixes	A. Visual Masters	A-1
	B. Test(s) and Test Solution(s)	Not Used
	C. Practical Exercise(s) and Solution(s)s	Not Used
	D. Student Handout(s)	D-1

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## Role of the First Sergeant

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### SECTION I ADMINISTRATIVE DATA

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**Teaching to Standard**

The following courses teach this TSP to standard:

Course Number	Course Title
400-FSC (F) 521-SQIM (F) (VTT)	First Sergeant Course—The Army Training System (FSC-TATS)

---

**Task(s) Trained to Standard**

This lesson trains to standard the tasks listed in the following table(s):

<b>Task Number:</b>	400-022-6411.
<b>Task Title:</b>	Determine how to establish an effective command/1SG working relationship,
<b>Conditions:</b>	as a first sergeant given FM 22-100, TC 22-6, UM 25-100, UM 25-101, and UR 350-9,
<b>Standards:</b>	Determined how to establish an effective command/1SG working relationship IAW FM 22-100, TC 22-6, UM 25-100, UM 25-101, and UR 350-9.

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**Task(s) Taught or Supported**

None

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**Task(s) Reinforced**

This lesson reinforces the task(s) listed in the following table: None.

---

**Academic Hours**

This lesson requires the following academic hours:

	<u>Peacetime Hours/ Methods</u>	<u>Mobilization Hours/ Methods</u>
	2.0/ SG	/
Test	/	/
Test Review	/	/
Total Hours:	2.0	0 / 0

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**Test Lesson Number**

**Prerequisite Lessons**

None

**Clearance and Access**

There is no clearance or access requirement for this lesson.

**References**

The following table lists the reference(s) for this lesson:

<b>Number</b>	<b>Title</b>	<b>Date</b>	<b>Additional Information</b>
FM 22-100	Military Leadership	Aug 99	
TC 22-6	The Army NCO Guide	Nov 90	
UM 25-100	Training the Recruiting the Force	Oct 01	Draft
UM 25-101	Mission Focused Training	Oct 01	Draft
UR 350-9	Recruiting Company Production Management System	Jul 2002	

**Student Assignments**

Before class—

- Read FM 22-100, para 1-54, 1-55, 1-56, 5-33, 5-34, 6-5, 6-61, and 6-100 thru 6-103; Skim TC 22-6, pg 54 thru 57, read UM 25-100, Chapter 2, para 2-6 to 2-12, and UR 350-9, Appendix B.
- Read Student Handout 1

During class—

- Participate in classroom discussion.

After class—

- Review classroom notes and materials.
- Return recoverable materials to the instructor.

**Instructor Requirements**

- One Instructor at USASMA VTT site for Distance Learning (DL).
- One Instructor per small group room for First Sergeant Resident Course.
- Special Qualifications-ITC, SGITC, and VTT-ITC (VTT only) qualified.
- Read all TSP material.

**Additional Personnel Requirements**

This lesson requires the following support personnel for VTT site only:

- One site coordinator at each Distance Learning site.
- Video, audio, and audio linkage equipment operator (optional) at each DL site.
- Video, audio, and audio linkage equipment operator at principal VTT site.

**Equipment  
Required for  
Instruction**

This lesson requires the use of the following equipment:

- TNET communications equipment suite (VTT lesson only).
- TNET room equipment suite (VTT lesson only).
- TNET audio/video linkage equipment (VTT lesson only).
- TV monitor(s).
- Liveboard(s).
- Viewgraph overhead projector.
- Butcher Board Paper.

**Materials  
Required**

Instructor materials—

Visual Aids (VGT): 6

- TSP
- FM 22-100, TC 22-6, UM 25-100, UM 25-101, and UR 350-9.

Student materials—

- FM 22-100, TC 22-6, UM 25-100, UM 25-101, and UR 350-9.
- Pen or pencil and writing paper.

**Copyright  
Information**

No copyright material reproduced for use in this lesson.

**Gender  
Statement**

Unless this lesson states otherwise, masculine nouns and pronouns do not refer exclusively to men.

**Classroom,  
Training  
Area, and  
Range  
Requirements**

Requirements for this lesson(s) are:

- A classroom suitable for small group instruction for a group of 18 students.
- TNET-equipped room for up-link transmission (VTT only).
- TNET-equipped classroom(s) that seat up to 16 students each (Distance Learning site only).

**Ammunition  
Requirements**

None

**Instructional  
Guidance**

- Conduct this lesson using the Small Group Instruction technique and use the questions provided to generate discussion among the students at the different sites.
- The facilitator may need to create additional questions to ensure student

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participation continues throughout the lesson material.

- The DL (VTT) instructor will select an appropriate site before asking a student a question.

**Lesson  
Approval**

The following individuals reviewed and approved this lesson for publication and incorporation into the First Sergeants Course-TATS.

Name/Signature	Rank	Title	Date Signed
Copley, Donald D.	SFC	Training Developer	
Gill, James M.	MSG	Dir RRS Trng. and Dev. Dept.	
Mayo, John W.	SGM	FSC, Course Chief, USASMA	
Mays, Albert J.	SGM	Chief, CDD, USASMA	
Gill, David M.	LTC	Commandant, RRS	



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## SECTION II INTRODUCTION

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**Motivator**

Method of instruction: CO  
 Technique of delivery: SG  
 Instructor to student ratio is: 1:18  
 Time of instruction: 00:00 to 00:05  
 Media used: None

Taking over a new job that you have never done before can be very challenging. There are many requirements that you must know to do your job effectively. Wouldn't it be nice to have everything laid out for you and have everyone let you know what needs to be done? In the complicated and fast moving recruiting world, you need to step in and take charge and get the company to achieve mission box. The following will give you an insight to what your roles and responsibilities are.

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**Terminal Learning Objective**

**NOTE:** Inform the students of the following Terminal Learning Objective (TLO) requirements.

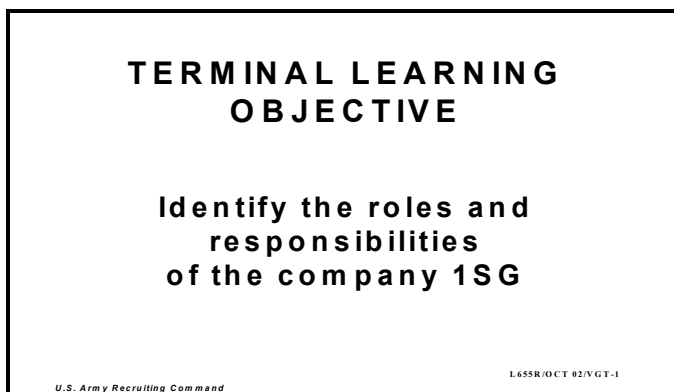
At the completion of this lesson, you will--

<b>Action:</b>	Identify the Roles and Responsibilities of the Company 1SG.
<b>Conditions:</b>	As a first sergeant in a classroom environment, given FM 22-100, TC 22-6, UM 25-100, UM 25-101, and UR 350-9.
<b>Standard:</b>	Identified the Roles and Responsibilities of the Company 1SG IAW FM 22-100, TC 22-6, UM 25-100, UM 25-101, and UR 350-9.

**SHOW VGT-1, TERMINAL LEARNING OBJECTIVE**

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**Terminal  
Learning  
Objective,  
continued**



**NOTE:** Have one of the students read the TLO.

**REMOVE VGT-1**

**Safety  
Requirements**

None

**Risk  
Assessment  
Level**

Low

**Environmental  
Considerations**

None

**Evaluation**

At the end of this module, you will receive a written, objective examination. It will test your learning of the objectives from this and other lessons. You must correctly answer at least 70 percent (28 out of 40) of the questions to receive a GO.

**Instructional  
Lead-in**

None

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## SECTION III PRESENTATION

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### ELO 1 ENABLING LEARNING OBJECTIVE 1

**NOTE:** Inform the students of the enabling learning objective requirements.

<b>Action:</b>	Identify the duties of the company leadership team.
<b>Conditions:</b>	As a first sergeant in a classroom environment, given UR 350-9.
<b>Standard:</b>	Identified the duties of the company leadership team IAW UR 350-9.

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**Learning Step/  
Activity 1,  
(LS/A 1) ELO-1** Method of instruction: CO  
Technique of delivery: SG  
Instructor to student ratio: 1:18  
Time of instruction: 00:05 to 00:25  
Media used: VGT-2

**LS/A 1, ELO-1** As a first sergeant in a recruiting company you must not only understand  
Company the complexities of your job, you must also know and be able to accomplish  
Leadership Team the duties and responsibilities of the company leadership team (CLT), i.e.,  
Duties the commander and first sergeant.. The following slide will acquaint you  
with the CLT's task list.

**NOTE:** At this time, show VGT-2 and discuss each of the tasks. Call on different students and have them discuss each of the bullets. Allow for interaction among the students. They all should have some experiences they may want to share. Ask the following question to start the discussion.

**LS/A 1, ELO 1**  
Company  
Leadership  
Team Duties,  
continued

**QUESTION:** What is the intent of the CLT task list?

**ANSWER:** The intent is to divide the duties and responsibilities so that the accomplishment of routine procedures and reports does not detract from the primary goal of mission completion.

(Ref: UR 350-9, Appendix B)

**NOTE:** Query the students on their ability to negotiate with the cdr so that the duties the 1SG has to fulfill will not keep him away from the recruiting stations. *Why does he want to go to the RS?*

### SHOW VGT-2, DUTIES OF THE COMPANY LEADERSHIP TEAM



(Ref: UR 350-9, Appendix B)

**NOTE:** After the instructor introduces the subjects, call on some students and have them discuss the information on the slides. They should cite some experiences and ensure that they use their own words and not read verbatim from the regulation. At a minimum, they should cover the information in the reference.

### REMOVE VGT-2

**Learning Step/  
Activity 2,  
ELO-1**

Method of instruction: CO  
Technique of delivery: SG  
Instructor to student ratio: 1:18  
Time of instruction: 00:25 to 00:50  
Media used: VGT-3

**LS/A-2, ELO 1**  
Roles and  
Responsibilities

The NCO guide, TC 26-6, states that although the first sergeant supervises the routine administrative duties of the company, his principle duty is the

**LS/A-2, ELO 1**

Roles and  
Responsibilities,  
continued

training of soldiers, recruiters in our case. With that in mind, you must also understand the roles and responsibilities of the other members in your company and battalion who are involved in the training arena. Their expertise is a valuable asset.

**NOTE:** Ask the following question to start the discussion on the roles and responsibilities of the senior leadership in a recruiting environment.

**QUESTION:** At the company and battalion level, who are the personnel involved in the recruiter training arena and what are their roles and responsibilities?

**ANSWER:** See VGT-3.

(Ref: UM 25-101, para 2-6 thru 2-12)

**NOTE:** Direct the students to the reference (UM 25-101, para 2-6 to 2-12). Call on some of the students and have them explain the information on the slide. Ensure that they use their own thoughts, ideas and experiences on the subject matter and how they can improve the process of doing business.

**LS/A 1, ELO-1**  
**DEP/DTP**  
Responsibilities

**SHOW VGT-3, IDENTIFY THE ROLES AND RESPONSIBILITIES OF RECRUITING LEADERSHIP**



(Ref: UM 25-101, para 2-6 to 2-12)

**REMOVE VGT-3**

Check on  
Learning**QUESTIONS and ANSWERS**

**QUESTION:** What does the company leadership team (CLT) task list provide?

**ANSWER:** The CLT task list is a guide used to provide the CLT with a systematic method of reviewing and distributing duties and responsibilities between the recruiting company commander and the 1SG.

(Ref: UR 350-9, Appendix B)

**QUESTION:** As the senior NCO in a recruiting company, what is the first sergeant responsible for?

**ANSWER:** As the senior NCO in a recruiting company, the first sergeant is responsible for maintaining contact with all soldiers and ensuring their welfare. The first sergeant will:

- a. Be the primary trainer.
- b. Maintain the New Recruiter Program.
- c. Ensure refresher training for recruiters.
- d. Conduct 5<sup>th</sup> month evaluation.
- e. Evaluate USAREC Schools/training and Individual Training folders on all enlisted recruiting personnel.
- f. Assist in training and mentoring new commanders.
- g. Evaluate collective and individual training at the station and recruiter level.

(Ref: UM 25-101, para 2-8)

**Break**

Time: 00:50 to 01:00

**ELO 2****ENABLING LEARNING OBJECTIVE 2**

**NOTE:** Inform the students of the enabling learning objective requirements.

<b>Action:</b>	Identify the empowerment process.
<b>Conditions:</b>	As a first sergeant in a classroom environment, given AR 5-1 and FM 22-100.
<b>Standard:</b>	Identified the empowerment process IAW AR 5-1 and FM 22-100.

---

**LS/A-1, ELO 2**    Method of instruction: CO  
Technique of delivery: SG  
Instructor to student ratio: 1:18  
Time of instruction: 01:00 to 00:15  
Media used: VGT-4

**LS/A-1, ELO 2, Empowerment**    In phase one, you learned about Total Army Quality. Now we will learn

how empowering your personnel will help you tremendously in your recruiting companies. Empowered employees have the ability to make decisions and take actions that improve processes that provide value to the customer.

**QUESTION:** When you empower your subordinate leaders, what do you do?

**ANSWER:** When you empower your subordinate leaders you should:

- a. Give them a task.
- b. Delegate the necessary authority, and
- c. Let them do the work.

(Ref: FM 22-100, para 1-54)

**NOTE:** Allow the students time to talk about their empowerment experiences. Did they work? Why or why not?

**NOTE:** VGT-4--Direct the students to the reference (FM 22-100, para 5-33, 5-34, 6-5, 6-61, and 6-100 thru 6-103). Call on some of the students and have them explain the information on the slide. Ensure that they use their own thoughts, ideas and experiences on the subject matter and how they can improve the process of doing business. Ask them how they think empowerment will help in their recruiting companies.

**LS/A 1, ELO 2, SHOW VGT-4, EMPOWERMENT**

Empowerment,  
continued

## EMPOWERMENT

*"Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity."*  
Gen. G.S. Patton

- Empowering People
- Organizational Leaders
- Decision making authority
- Empowering

U.S. Army Recruiting Command
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(Ref: FM 22-100, para 5-33, 5-34, 6-5, 6-61, and 6-100 thru 6-103)

**REMOVE VGT-4**

Check on  
Learning

**QUESTION and ANSWER**

**QUESTION:** What do soldiers and subordinate expect from their organizational leaders?

**ANSWER:** Soldiers and subordinate leaders look to their organizational leaders to establish standards for mission accomplishment and provide resources (conditions) to achieve that goal.

(Ref: FM 22-100, para 6-5)

**ELO 3****ENABLING LEARNING OBJECTIVE 3**

**NOTE:** Inform the students of the enabling learning objective requirements.

<b>Action:</b>	Explain the guidance for dividing responsibility and authority in a command/first sergeant relationship,
<b>Conditions:</b>	as a first sergeant in a classroom environment, given AR 600-20, TC 22-6, and UR 350-6,
<b>Standard:</b>	Explained the guidance for dividing responsibility and authority in a command/first sergeant relationship IAW AR 600-20, TC 22-6, and UR 350-9.



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**LS/A-1, ELO 3,** Method of instruction: CO  
Technique of delivery: SG  
Instructor to student ratio: 1:18  
Time of instruction: 01:15 to 01:45  
Media used: VGT-5 and VGT-6

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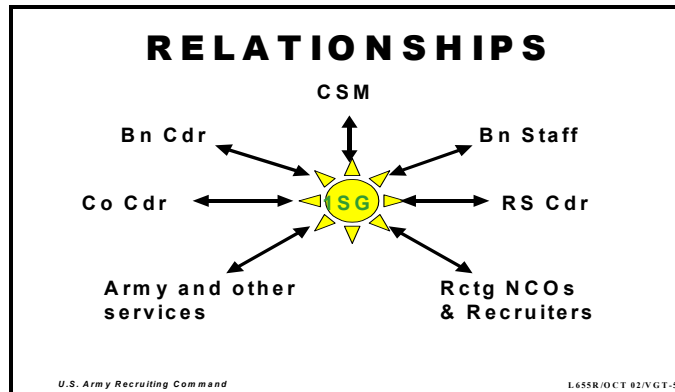
**LS/A-1, ELO 3,** The commander and first sergeant may each form different concepts of the  
Commander/  
1SG  
Relationship  
first sergeant's appropriate responsibility and authority based on doctrinal  
guidance. Before we continue our discussion on establishing a good  
commander/first sergeant relationship, there is another factor to consider. In a  
successful recruiting unit, the commander/first sergeant relationship is not the  
only relationship that the first sergeant must maintain. The first sergeant must  
also maintain working relationships with superiors, other than the unit  
commander, and with peers and subordinates.

**NOTE:** Ask the following question to begin student interaction on the 1SG  
working relationships. Ask the students to cite some personal  
thoughts on the subject matter. The answer should lead you straight  
into the VGT's subject matter. The answer will be personal  
thoughts from the students. There is no "school solution" for this  
question.

**QUESTION:** Besides the commander/first sergeant relationship, what other  
working relationships must the first sergeant maintain?

**SHOW VGT-5, RELATIONSHIPS**

**LS/A-1, ELO 3,**  
Commander/  
1SG  
Relationship



**NOTE:** To limit discussion, this slide includes only selected relationships in the recruiting units. There is no school solution to this list.

**LS/A-1, ELO 3,**  
Commander/  
1SG  
Relationship,  
continued

As you can see, like the commander, each of these individuals may have a different concept of the first sergeant's responsibilities and authority.

### REMOVE VGT-5

**NOTE:** The next VGT lists some examples of conflicting concepts that may occur in a recruiting unit. These examples are not "school solutions" for what the concepts are or should be in each relationship. They are hypothetical examples to make the point that the expectations involved in other relationships could affect the commander/first sergeant relationship.

For each row, select a student or students to explain how the differing expectations might impact on the commander/first sergeant relationship. Poll the students for their opinions.

### SHOW VGT-6, EXPECTATIONS

<b>EXPECTATIONS</b>		
<u>WHO</u>	<u>EXPECTATIONS</u>	<u>Cdr expects 1SG</u>
CSM	Run Company/ increase/production	Advise
OTHER 1SGs	Support	Be competitive
RS Cdrs	Guide/support	Mentor
NCO Recruiters	Develop	Supervise
Recruiters	Teach/coach	Supervise
New Recruiters	Train/develop	Train/supervise

U.S. Army Recruiting Command

L655R/OCT 02/VGT-6

**LS/A-1, ELO 3,**  
Commander/  
1SG  
Relationship,  
continued

You as the first sergeant, must resolve these differences in expectations that may arise between what your commander expects and what the CSM expects. These differences in expectations are potential sources of conflict, and will put you in a difficult situation. You need to clarify these expectations, by talking to these individuals. Doctrine guides the commander in assigning responsibility and authority to his first sergeant. However, the doctrine provides only general guidance.

Each unit's mission, location, situation, and personnel are different. Each commander's personality and experience are different. Because of this, each commander may have a different concept of the appropriate responsibility and authority that his first sergeant should have.

The same doctrine that guides the commander also guides individuals preparing to become first sergeants. Because of this, each individual may form a different concept of the responsibility and authority appropriate for a first sergeant, just as a commander does.

In a unit, officers and NCOs must determine the best division of responsibilities and tasks of each by considering the mission, the situation, and individual abilities and personalities.

The process of "role clarification" in the commander/first sergeant relationship should be a joint exercise. For best results, you should begin this process with a clear concept of the responsibilities and authority that you consider appropriate for you as a first sergeant. Your concept should consider the doctrinal guidance as well as your individual ability and personality.

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<b>Check on learning</b>	The questions throughout the lesson and the interaction among the students on the relationships and expectations of a first sergeant serve as a check on learning for this lesson
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## **SECTION IV SUMMARY**

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<b>Review/ Summarize Lesson</b>	Method of instruction: CO Technique of delivery: SG Instructor to student ratio is: 1:18 Time of instruction: 01:45 to 01:50 Media used: None
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<b>Check on Learning</b>	The checks on learning for this lesson were the questions throughout the lesson.
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<b>Summary</b>	<p>The commander is responsible for everything that happens--or fails to happen--in his unit. However, that responsibility doesn't mean that he should try to manage everything himself. The commander has a strong right hand--his first sergeant. In general, the commander "commands" the unit and the first sergeant "runs" it. There is overlap in all areas. For the most part, "who does what," is for you and your commander to decide. The task list, relationships, and the expectations in this lesson are only a beginning. Based on your previous experience, you can probably identify some specific actions in each shared task that you feel should be your responsibility. During other lessons in this course, you may identify other specific actions. You should record these specific actions on the task list from this lesson. The final list will provide a good starting point for the role clarification process with your commander.</p>
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In summary, the 1SG has many roles and responsibilities. The 1SG drives production and is responsible for training the company. The commander must empower you to effectively do your job. Do not micro manage the recruiting station commanders (RSC). Let them do their jobs. Remember you used to be a RSC, and you did not appreciate the 1SG telling you how to run your stations. During the past two hours, you were given an insight to the roles and responsibilities of the 1SG. Understand these roles and responsibilities, put them to good use, and take charge of your company.

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## **SECTION V    STUDENT EVALUATION**

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### **Testing Requirements**

You will receive a 40 question written examination that may include questions from this lesson. To receive a GO, you must answer at least 28 or more questions correctly.

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### **Feedback Requirement**

NOTE: You will participate in an After Action Review (AAR) immediately following the examination for this particular lesson.

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**Appendix A****INDEX OF VISUAL AID MASTERS****This Appendix  
Contains**

---

This Appendix contains the masters (or facsimiles) of the visual aids listed in this table----

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<b>Number</b>	<b>Title</b>
VGT-1	Terminal Learning Objective
VGT-2	Duties of the Company Leadership Team
VGT-3	Roles and Responsibilities of Recruiting Leadership
VGT-4	Empowerment
VGT-5	Relationships
VGT-6	Expectations

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## Appendix D

### Index of Student Handouts

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**This  
Appendix  
Contains**

This Appendix contains the items listed in this table---

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Student Slide Note Sheets	SH-2-1 and SH-2-2

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## Student Handout 1

### Advance Sheet

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<b>Lesson Hours</b>	This lesson consists of two hours of small group instruction.
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<b>Overview</b>	<p>Taking over a new job that you have never done before can be very challenging. There are many things that you must understand and know to do your job effectively. Wouldn't it be nice to have everything laid out for you and have everyone let you know what needs to be done? In the complicated and fast moving recruiting world, you need to step in and take charge and get the co to achieve mission box. The following will give you an insight to what your roles and responsibilities are.</p>
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<b>Learning Objective</b>	<p>Terminal Learning Objective (TLO)</p> <p><b>Action:</b> Identify the Roles and Responsibilities of the Company 1SG.</p> <p><b>Condition:</b> As a first sergeant in a classroom environment, given FM 22-100, TC 22-6, UM 25-100, UM25-101, and UR 350-9.</p> <p><b>Standard:</b> Identified the Roles and Responsibilities of the Company 1SG IAW FM 22-100, TC 22-6, UM 25-100, UM25-101, and UR 350-9.</p>
---------------------------	--

**ELO 1** Identify the duties of the company leadership team.

**ELO-2** Identify the empowerment process.

**ELO 3** Explain the guidance for dividing responsibilities and authority in a command/first sergeant relationship.

<b>Assignment</b>	<p>The student assignments for this lesson are:</p> <ul style="list-style-type: none"><li>• Read FM 22-100, para 1-54, 1-55, 1-56, 5-33, 5-34, 6-5, 6-61, and 6-100 thru 6-103; Skim TC 22-6, pg 54 thru 57, read UM 25-100, Chapter 2, para 2-6 to 2-12, and UR 350-9, Appendix B.</li><li>• Read Student Handout 1</li></ul>
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**Additional  
Subject Area  
Resources**

None.

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**Bring to Class**

All reference material as stated in the assignment block.  
Pen or pencil and writing paper.

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## TERMINAL LEARNING OBJECTIVE

**Identify the roles and  
responsibilities  
of the company 1SG**

U.S. Army Recruiting Command

L655R/OCT 02/VGT-1

## DUTIES OF THE COMPANY LEADERSHIP TEAM

- Market Analysis
- LEADS Management (CO)
- Rctg Co Mission Planning
- TAIR Events
- Advertising
- School Programs
- CPMS (1SG)
- Rctg Co Mission Ach (1SG)
- Rctg Co Admin Functions
- Rctg Co Ops Functions
- Rctg Co Logistics
- Training
- Recruiter Program (1SG)
- DEP management

U.S. Army Recruiting Command

L655R/OCT 02/VGT-2

## ROLES AND RESPONSIBILITIES OF RECRUITING LEADERSHIP

- Senior Trainer
- First Sergeant
- Company Commander
- Master Trainer
- Command Sergeant Major
- Battalion Commander

U.S. Army Recruiting Command

L655R/OCT 02/VGT-3

## EMPOWERMENT

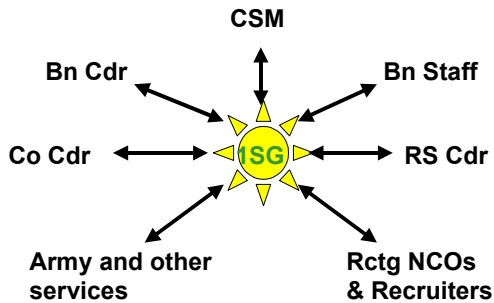
*"Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity."*  
*Gen. G.S. Patton*

- Empowering People
- Organizational Leaders
- Decision making authority
- Empowering

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## RELATIONSHIPS



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## EXPECTATIONS

<u>WHO</u>	<u>EXPECTATIONS</u>	<u>Cdr expects 1SG</u>
CSM	Run Company/ increase/production	Advise
OTHER 1SGs	Support	Be competitive
RS Cdrs	Guide/support	Mentor
NCO Recruiters	Develop	Supervise
Recruiters	Teach/coach	Supervise
New Recruiters	Train/develop	Train/supervise

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